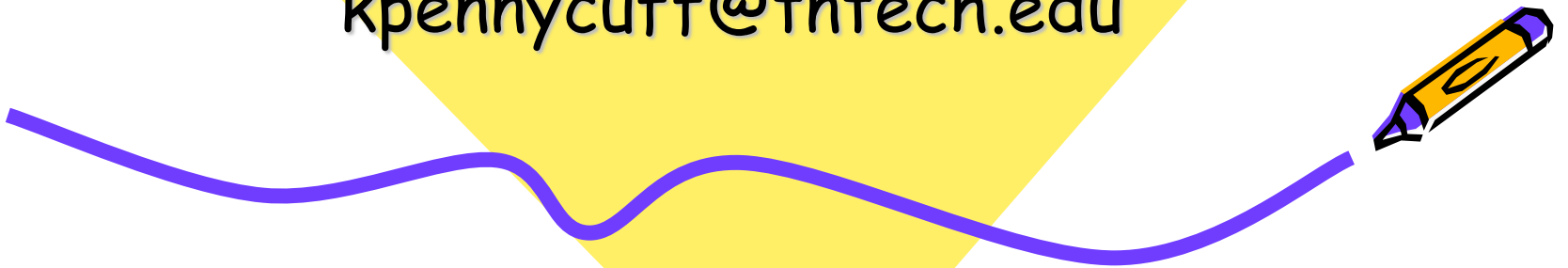




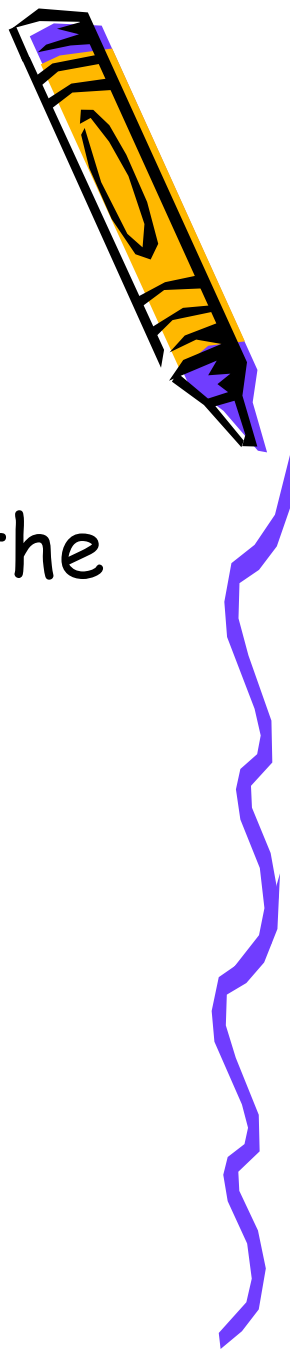
Word Walls

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What is a Word Wall?

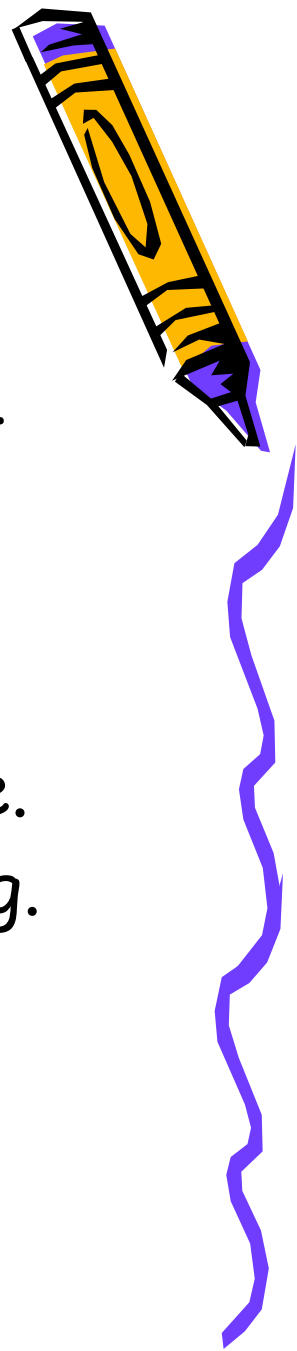
- Think of a Word Wall as a working bulletin board in which words are the focus.
- There is no right or wrong way to create a Word Wall.
- It is tool to use not just display.



Why Word Walls?

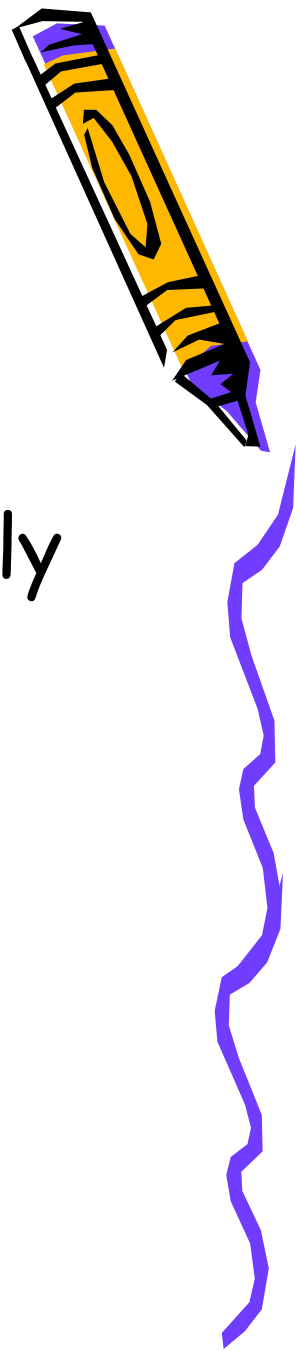
- Serves as permanent record of student learning.
- Provides support for varied language learners.
- Enhances learning through practical use.
- Uses real world strategy of referencing.
- Integrates easily into daily literacy activities.

• (Wagstaff, 1999)



Why Word Walls?

- "The best differentiator between good and poor readers is repeatedly found to be their knowledge of spelling patterns and their proficiency with spelling-sound translations."
- (Adams, 1990)



Word Wall Development

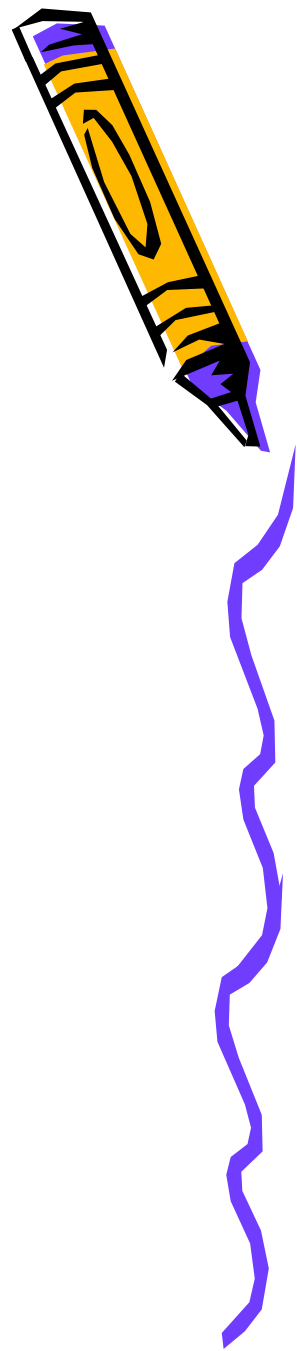


- Emerging
 - Just started with word walls
 - Commercially developed materials
- Developing
 - Utilize word wall some throughout the week
 - Some words developed with children
- Fluent
 - Adding and introducing words gradually from authentic experiences
 - Practicing the words by chanting and writing them
 - Holding students accountable for words



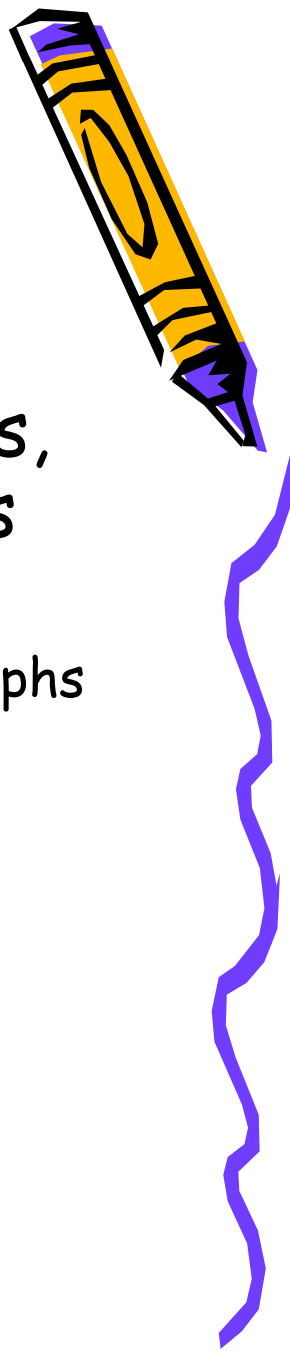
Types of Word Walls

- ABC Wall
- Words We Know Wall
- Chunking Wall
- Other Types
 - Help Wall
 - Name Wall
 - Combination Wall



ABC Wall

- Built to learn letter forms, letter names, and basic letter-sound coorespondences
 - One key word for each consonant
 - Can add words for hard and soft sounds or digraphs
 - Two key words for each vowel



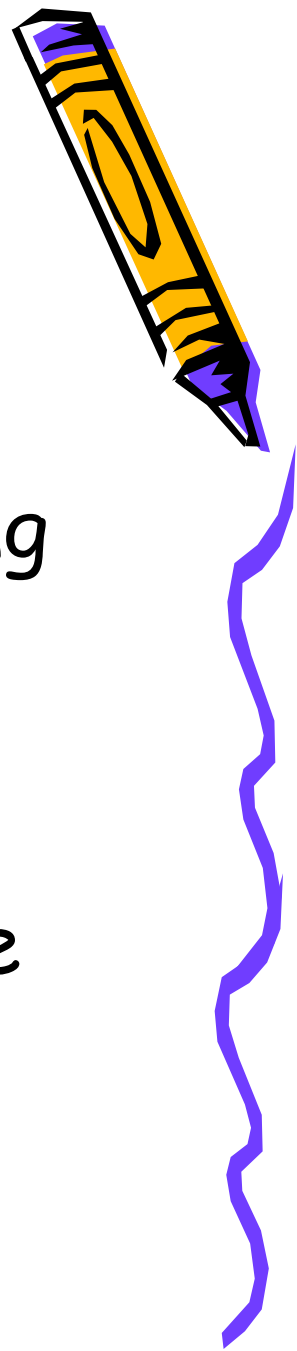
Purposes of the ABC Wall



- Introduces students to alphabet
- Increases students' phonemic awareness
- Helps students recognize and write letter forms
- Builds students' automatic recognition of letters and sounds
- Builds students' knowledge of letter-sound correspondences
- Promote students' use of initial and final letter cues in spelling and reading



Words We Know Wall



- Contain high frequency words and words that lack predictable spelling patterns
- Harvest from authentic context
 - Rhymes, chants, poems, stories
- Promote automaticity and accurate spelling





Aa

am
a
at
and

Bb

blue
but
brown
black
big

Cc

can

Dd

do

Ee

elephant

Ff

fox

Gg

go

Green

Gray

get

Hh

have

here

Ii

is

I

it

in

Jj

jump

Kk

kangaroo

Ll

lion

like

look

little

Mm

mammal

Nn

not

Oo

one

Pp

purple

Qq

quack

Rr

red

Ss

see

Tt

the

Uu

up

Vv

very

Ww

where

Xx

xylophone

Yy

yellow

Zz

zebra

two

three

that

to

what

we

80 81 82

83 84 85 86 87 88 89 90

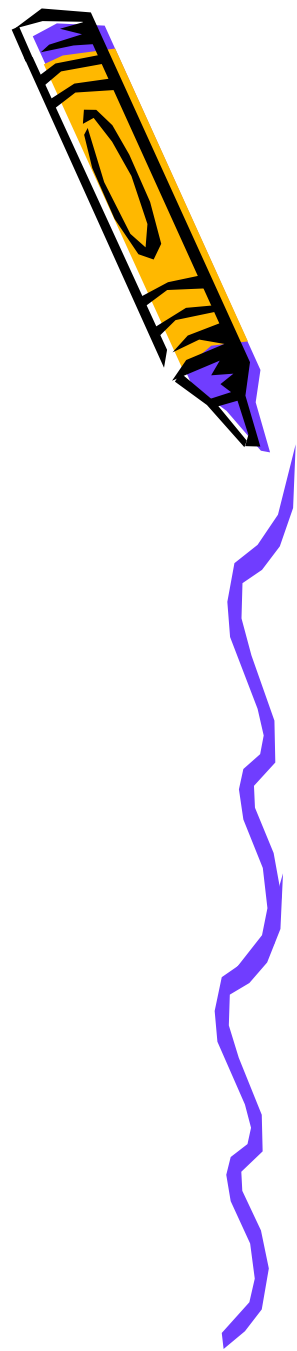
Chunking Wall



- Contains key words using common spelling patterns
 - Onsets and rimes, prefixes and suffixes, word chunks
 - Long vowel patterns, r-controlled vowels, -ful, -le, -tion, -ture
- Helps students decode/spell unknown words by analogies
- Teaches flexibility in word perception



Purposes of the Chunking Wall



- Promotes students' phonemic awareness
- Teaches students to look at words flexibly
- Helps students decode and spell words by analogy





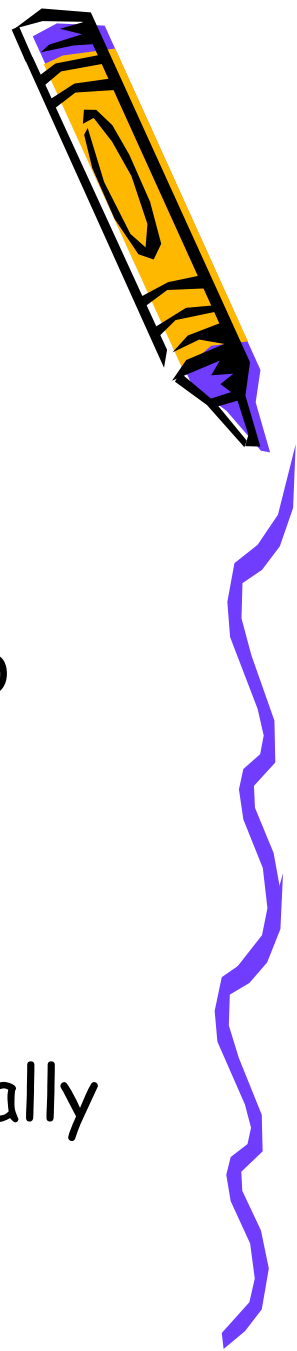
Other Types of Walls



- Help Wall
 - Reference for language conventions
 - Punctuation marks, capitalization, homonyms, contractions, etc...
 - Key words and phrases as well as picture clues organized by categories
 - Increases basic skills and use of conventions in process writing



Other Types of Word Walls



- Name Wall
 - Helps students learn ABC's
 - Aids students in applying analogies to read and write new words
- Combination Wall
 - Any combination of walls
 - Color coded and arranged alphabetically





A

Abby
Amanda
away
are
all
again
as
after

B

Brittany
by
because
be
buy

C

Chantal
Christian
come
came
call

D

Dakota
down
did
does
don't

E

eat
every

F

find
for
friend
father
from

G

good
going

H

he
how
has
hear

I

into

J

Jessica

K

know

L

live
laugh

LEARNING
opens the
WORLD

Debby Wilson
Plus a Great Team
With a Great Mission

Why should I use a Word Wall?

- supports the teaching of important general principles about words and how they work
- fosters reading and writing
- provides reference support for children
- promotes independence on the part of students as they write and read
- provides a visual map to help children remember connections between words and the characteristics that will help them form categories
- develops a growing core of words that become part of a reading and writing vocabulary

(Sitton, 1996)



What words do I put on the Word Wall?



- K-1 teachers generally choose words from reading selections to add to the wall. Teachers consult a high frequency list and then add the most frequent ones from anything read.
- 2-3 teachers choose words based more on what the teacher observes in children's writing. The emphasis is still on high-frequency words, but the teacher selects those that are irregularly spelled.



(Cunningham, Hall & Sigmon, 1999)



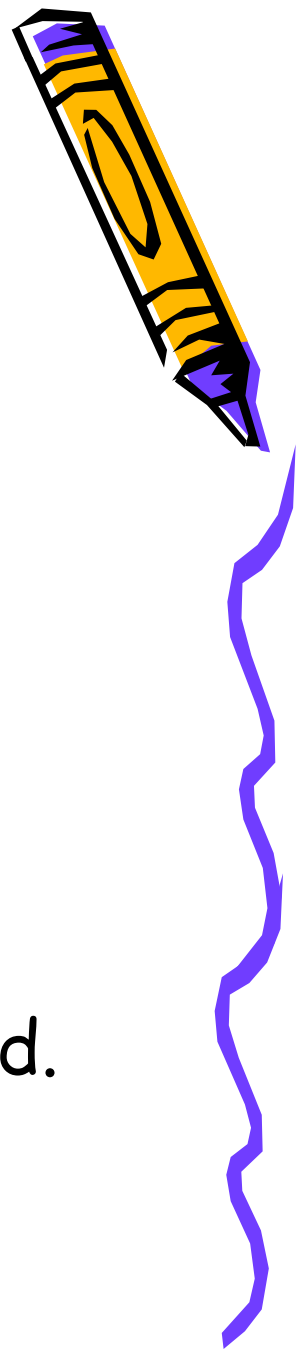
Using the Word Wall means...

- Adding and introducing words gradually
- Making words accessible and visual
- Practicing the words by chanting and writing them
- Doing a variety of review activities
- Making sure that Word Wall words are spelled correctly in any writing.

(Cunningham, Hall & Sigmon, 1999)



What Makes the Word Wall Work?



- Built over time with shared ownership.
- Words harvested from rich language contexts.
- Should be as simple and uncluttered as possible.
- Should be visible to everyone.
- Use as reference tool explicitly modeled.



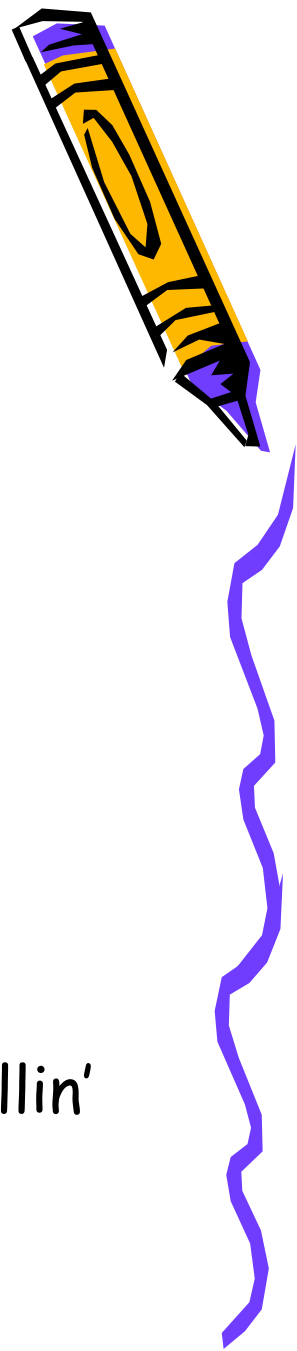
Word Wall Activities and Centers



- Cheers and Chants
- Be a Mind Reader
- Ruler Tap
- OOPS!
- Word Wall Riddles
- X-Ray Eyes
- Sound Boxes
- Making Words
- Read Some/Write Some
- Word Sorts
- Songs



Cheers and Chants



- In the Seat
 - Movie Star Kisses
 - Chicken
 - Cheer It
 - Cowboy
 - Motorcycle
- Standing Up
 - Hand Jive
 - Disco
 - Back Tracer
 - Hula
 - Be the Letter
 - Swim
 - Surfin' and Spellin'



Be a Mind Reader

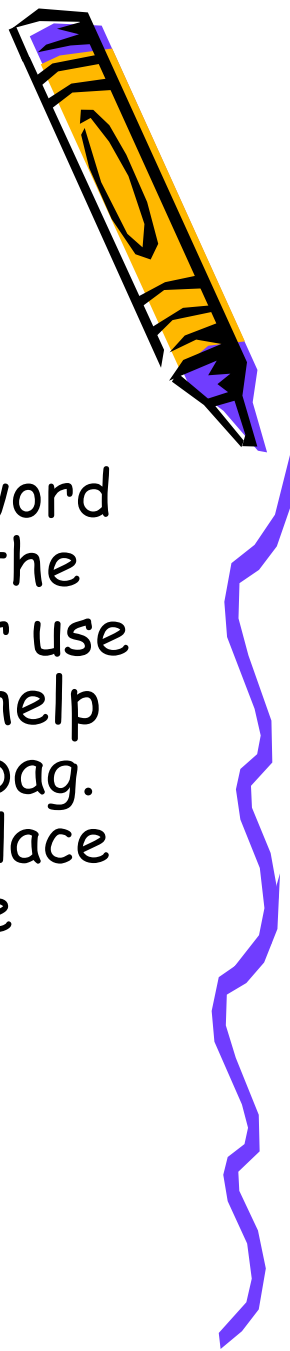


- You need at least 20 words up on the wall before you do this activity. Ask students to number paper from 1-5. The first clue is always that the word is on the word wall. Other clues can be it has _____ beats or syllables. It begins like _____. It ends like _____. It is a noun, verb, etc. It has a _____ for a vowel. The last clue is usually a sentence with the word missing in it so everyone can get it.

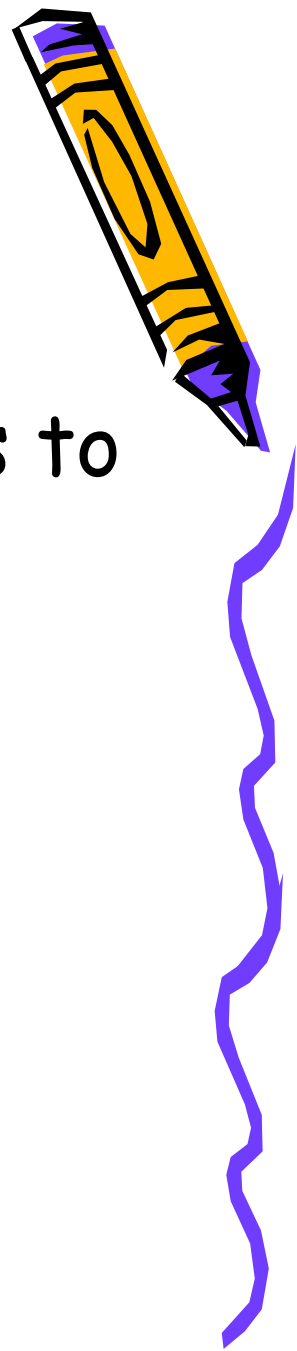


Oops!

- Gather students in small groups to take turns drawing a card. If the student can read the word and use it in a meaningful sentence, he keeps the card. If the student can not read the word or use it in a meaningful sentence, the student gets help from his group and puts the card back in the bag. If an Oops! Card is drawn, the student must place all his word cards back in the bag and pass the bag to the next student.



Read Some/Write Some



- Chunking Wall: Challenge students to read or write multisyllabic words containing key chunks. Give a five finger count before asking for answers.
 - Crackerjack, aristocrat, calculate



Word Wall Songs

- Two Letter Words
 - Row, Row, Row Your Boat
- Three Letter Words
 - Frere Jacques, Wheels on the Bus, Muffin Man, Skip to My Lou
- Four Letter Words
 - Are You Sleeping
- Five Letter Words
 - Bingo, You Are My Sunshine
- Six Letter Words
 - Happy Birthday
- Seven Letter Words
 - Twinkle, Twinkle or London Bridge

